Welcome

Tuesday, March 3, 2020

The RIDE School Improvement Team

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We Heard From You…

"What follow up support do you need…"

"Having RIDE be present to assist"

"Time with other districts…"

"Preview what to expect (timeline, pitfalls to avoid)"

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Agenda

- Where we are

- What we will learn in Module 3

- What we will do in Module 3

- Where we're going

Resources will be published to our SI webpage: www.ride.ri.gov/improvement
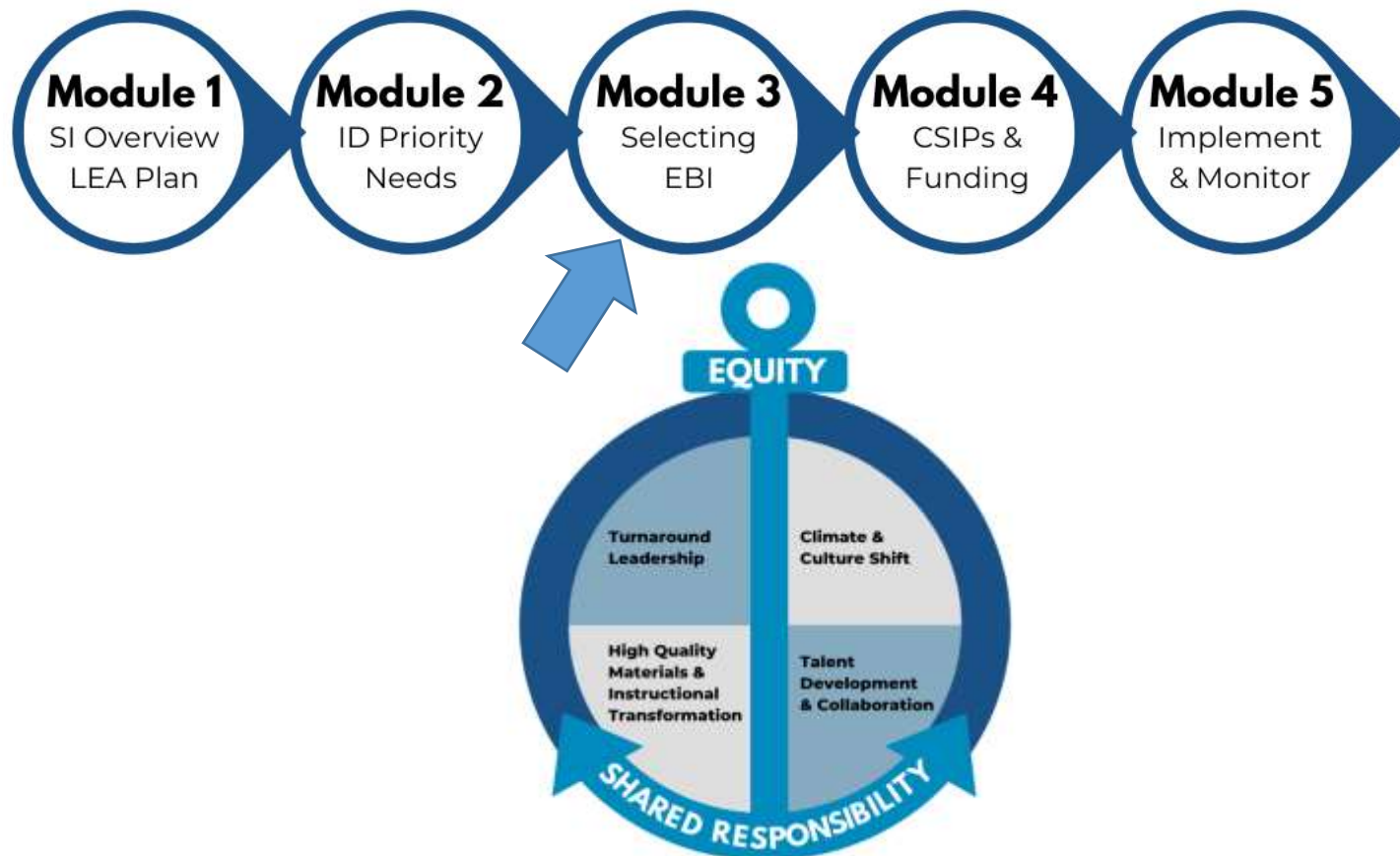General inquiries can be sent to SchoolImprovement@ride.ri.gov

Norms

- Be present.

- Honor equity of voice.

- Avoid assumptions.

- Comment on ideas, not individuals.
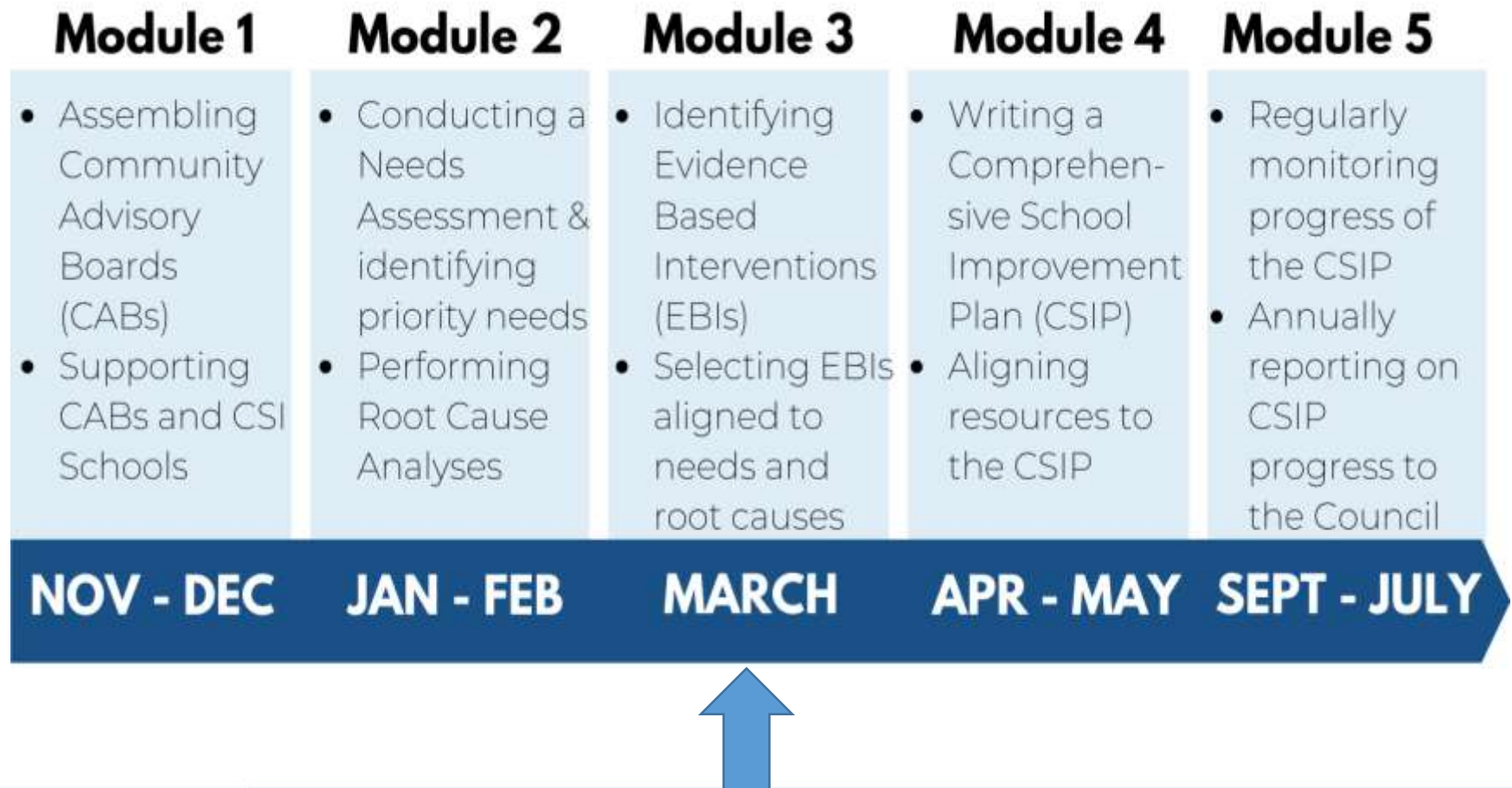
- Be solutions-oriented.

- Trust the process.

Where We Are:
School Improvement Framework and Process

Where We Are
Resource: The Practitioners' Guide

Module 1	Module 2	Module 3	Module 4	Module 5
• Assembling Community Advisory Boards (CABs) • Supporting CABs and CSI Schools	• Conducting a Needs Assessment & identifying priority needs • Performing Root Cause Analyses	• Identifying Evidence Based Interventions (EBIs) • Selecting EBIs aligned to needs and root causes	• Writing a Comprehensive School Improvement Plan (CSIP) • Aligning resources to the CSIP	• Regularly monitoring progress of the CSIP • Annually reporting on CSIP progress to the Council
NOV - DEC	**JAN - FEB**	**MARCH**	**APR - MAY**	**SEPT - JULY**

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Where We Are: Module 3

(available at www.ride.ri.gov/improvement)

Module 3's Objective: To develop a framework for understanding how to use evidence throughout the school improvement process and to go through the process for selecting high-quality evidence-based interventions

Module 3 Contents

- 3.1 Framework of Understanding Evidence

- 3.2 Tiers of Evidence-Based Interventions

- 3.3 Utilizing Evidence-Based Interventions

- 3.4 Assessing Evidence

Module 3 Deliverables:

- List of Evidence-Based Interventions

Module 3 Appendix:

- I. Sources for Evidence

- II. Evidence Review Tool

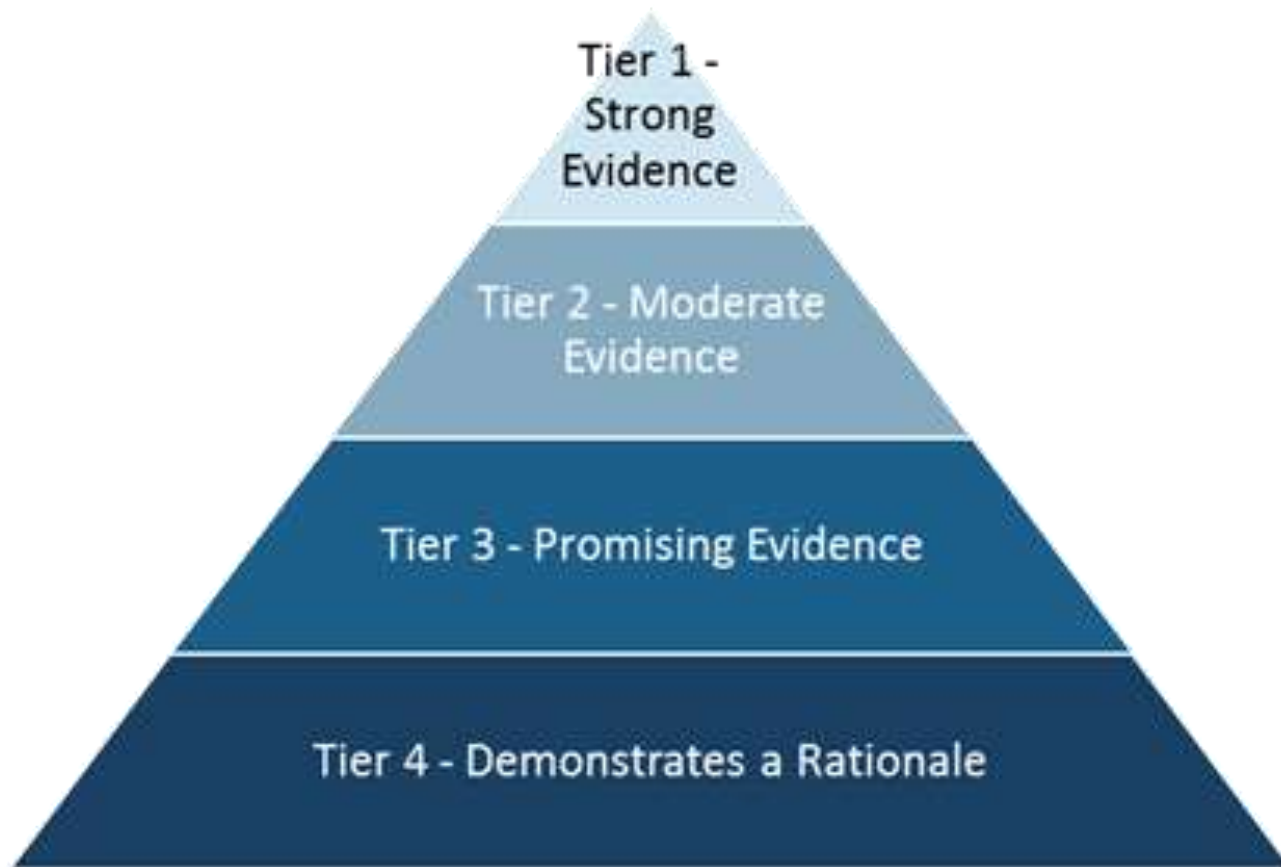**RIDE** Rhode Island Department of Education

3.1 Framework for Understanding Evidence

*In a world of limited time and resources, educators can use evidence to find interventions, strategies, and initiatives that have the **highest likelihood of success** for students.*

3.2 Tiers of Evidence-Based Interventions

3.2 Tiers of Evidence-Based Interventions

Category One: "Demonstrates statistically significant effect on student outcomes or other relevant outcomes."
Required for funding under School Improvement (Sec. 1003). A comparison table on page 3 provides information on requirements across all Federal Programs in the CRP.

Category Two: "Demonstrates a rationale based on high quality research findings or positive valuation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes."

Tier 1: Strong Evidence	Tier 2: Moderate Evidence	Tier 3: Promising Evidence	Tier 4: Strong Theory Under Evaluation
Supported by at least one well-designed, well-implemented experimental study (randomized-control trials).	Supported by at least one well-designed, well-implemented quasi-experimental study (matched groups, interrupted time series)	Supported by at least one well-designed, well-implemented correlational study with statistical controls for selection bias	Includes ongoing efforts to establish the effectiveness of the intervention and bolster its evidence tier.

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3.3 Utilizing Evidence-Based Interventions

Two Methods for Selecting EBIs:
1. Start with a specific intervention and find research
2. Start by finding researching and then find a suggested intervention

Resources:
- **How Do We Know Initiative (MA Dept. of Ed.)**
- Evidence For ESSA
- What Works Clearinghouse
- Results First Clearinghouse
- Best Evidence Encyclopedia
- ERIC
- RAND Report of School Leadership
- Google Scholar

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3.4 How to Assess Evidence

There **are three components** of every study or piece of evidence that are of special concern:

1. **Prevalence of Findings**
   - Are the findings in the study at hand consistent with other studies of the same intervention?
   - Do these findings contradict conventional wisdom? If so, how?

2. **Sample Size**
   - How large was the population in the study?
   - Were the findings in the study from several sites or trials to reduce sampling error?

3. **External Validity**
   - Is the context of the study similar to our own?
   - Do we have the capacity and resources to implement this intervention as it was designed in the study?

3.4 Assessing Evidence In Practice

Example: Researchers conducted a randomized control trial where Principals were randomly assigned to the treatment group or control group. The treatment group received training on lesson planning, data-driven instruction, and teacher coaching while the control group received no training. This study involved 58 different schools serving several thousand students in an urban district. There were multiple statistically significant, positive impacts on student test scores.

3.4 Assessing Evidence In Practice cont.

Tier of Evidence: Tier 1: Strong Evidence

Questions to Consider:
- Does the setting of this study match my own?
- Do I have the resources to implement this with fidelity to the original design?
- How significant were the findings?
- Was it truly randomized?

Potential Pitfalls and Cautions:
- Was there contamination in the study?
- Did individuals receive the coaching who were not supposed to?
- Or did members of the treatment group share information with members of the control group in a way that would influence results?
- Does this connect with my priority needs?

Appendix

- Module 3 Appendix i: Evidence Sources
- Module 3 Appendix ii: Evidence Review Form

Where We're Going
Timeline

Activity	Date	Notes
Deliverable: Results of Needs Assessment and Root Cause Analysis Due (Module 2)	February 21st, 2020	LEAs submit results per school to RIDE
Webinar: Module 3 Selecting Evidence-Based Interventions	March 3rd, 2020, 3:00PM-4:00PM	
Technical Assistance: Virtual or on-site support for Module 3	TBD	As needed / by request
Deliverable: List of Evidence-Based Interventions Due (Module 3)	March 27th, 2020	LEAs submit list per school to RIDE
Deliverable: CSIPs/1003 Applications Due	May 15th, 2020	LEAs submits CSIP per school to RIDE

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Additional Questions?

Email: schoolimprovement@ride.ri.gov

Thank you!